DOCUMENT RESUME

ED 419 346 EC 306 434

AUTHOR	Vail, Ann; Mandiloff, Valerie
TITLE	Cultivating Our Garden: Serving Students with Learning Disabilities in Family and Consumer Sciences.
INSTITUTION	Family and Consumer Sciences Education Association, Ellenburg, WA.
ISBN	ISBN-0-911365-37-0
PUB DATE	1996-00-00
NOTE	64p.
AVAILABLE FROM	Family & Consumer Sciences Education Association, Central Washington University, Family & Consumer Sciences Department, 400 East 8th Ave., Ellensburg, WA 98926-7565 (Publication #261-08488).
PUB TYPE	Guides - Classroom - Teacher (052) -- Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Assistive Devices (for Disabled); *Classroom Techniques; Consumer Economics; Disability Identification; *Etiology; Home Economics; *Learning Disabilities; Secondary Education; *Student Characteristics; *Student Needs
IDENTIFIERS	*Academic Accommodations (Disabilities)

ABSTRACT

This booklet provides basic background information on learning disabilities in order that the family and consumer sciences teacher can better understand the experiences of their students with learning disabilities. The following topics are discussed: (1) legislative initiatives affecting special populations; (2) characteristics of students with learning disabilities; (3) input disabilities (visual perception and auditory perception); (4) integration disabilities; (5) memory disabilities; (6) output disabilities (demand language, gross motor, and fine motor); (7) classroom adaptations for learning disabilities; (8) techniques for assisting students with spelling, handwriting, composition skills, and math skills; (9) strategies for helping students with reading assignments and written exams; (10) providing a safe environment for all students; (11) using peer tutors or adult volunteers to assist students; (12) classroom organization; (13) helping students with learning disabilities develop study skills; (14) managing students with learning disabilities; (15) using assistive technology when working with students with learning disabilities; (16) behavior disorders; (17) characteristics and feelings of students with attention deficit hyperactivity disorder; and (18) characteristics of students with mild mental retardation and physical and health disabilities. Activities are provided to simulate what it is like to have a learning disability. An appendix includes a list of Individual Education Program components. (Contains 31 references.) (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 419 346

Cultivating Our Garden:
Serving Students with Learning Disabilities in Family and Consumer Sciences

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Ann Vail, Ph.D., CFCS
Assistant Professor
School of Family and Consumer Sciences
University of Idaho

Valerie Mandiloff, M.Ed.
Teacher
Mountainview High School
Rathdrum, Idaho

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

C. Leisher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

FCSEA
Family & Consumer Sciences Education Association
Central Washington University
400 E. 8th Avenue
Ellensburg, WA 98926

BEST COPY AVAILABLE

EC 306434

FAMILY AND CONSUMER SCIENCES EDUCATION ASSOCIATION

Central Washington University
Family & Consumer Sciences Department
400 East 8th Avenue
Ellensburg, WA 98926-7565

EXECUTIVE COMMITTEE

Janet S. Bowers, President
Carmen Enlich, Vice-President
Deborah Tippett, Secretary-Treasurer
Judith Kreutzer, Past President

PUBLICATION COMMITTEE

Mary Ann Block, Editor & Chair
Dana M. Burton
Ann Marie Custus
Emma Gebo
Margaret Hale
Ann Lowrie
Karen Zimmerman

Publication #261-08488 ISBN 0-911365-37-0
Additional copies are available -
For information, write to the Family & Consumer Sciences Education Association
Central Washington University
Family & Consumer Sciences Department
400 East 8th Avenue
Ellensburg, WA 98926-7565

Copyright 1996, Family and Consumer Sciences Education Association

Foreword

Have you ever been frustrated because you could not successfully teach a student the skills and knowledge they needed to get from one of your classes? Do you know how to recognize learning disabilities and how to modify your teaching strategies to help your students reach their maximum potential?

As Family and Consumer Sciences Educators work towards our mission of improving the quality of individual and family life, it is essential that we help students with learning disabilities become productive members of society. Dr. Ann Vail and Valerie Mandiloff have provided our profession with basic background information regarding learning disabilities so that we can better understand and serve all of our students.

The Family and Consumer Sciences Education Association commends Dr. Vail and Valerie Mandiloff for the development of this monograph and their significant contribution to our profession. We also appreciate the leadership of Dr. Mary Ann Block, monograph editor and publications chair and the work of the publications committee.

Dr. Jan Bowers
1995-97 National President

Dr. Ann Vail is an Assistant Professor of Family Life Education in the School of Family and Consumer Sciences at the University of Idaho. She teaches undergraduate and graduate courses on diversity, equity, youth at risk, curriculum development, and intellectual foundations of family and consumer sciences. Ann has taught in an inner city teen parent program, consumer and homemaking program, and an occupational home economics program. She is a former State Supervisor and State FHA/HERO Advisor from Colorado. Before moving to Idaho, she was a Vocational Education Consultant at Ohio State University.

Ann received her Ph.D. and M.S. from Ohio State University in Home Economics Education and her B.S. from Colorado State University in Home Economics Education. She lives in Moscow, Idaho, with Bridget (basset hound), Beatrice, and Belle (independent cats). Ann owns The Florence Margaret Collection, an antique and collectibles business.

Valerie Mandiloff is a teacher at the Mountainview High School. She received her B.S. from University of Idaho in Clothing Textiles, as well as a secondary teaching certificate in that area. She recently received her M.Ed. in Counseling and Human Services. She has worked with Ann on several state and national projects, including those related to curriculum reform and equity resource acquisition. Valerie's counseling interests include these issues as well, and she has worked with individuals and groups in the areas of teen parenting, divorce, self esteem, women's issues, and domestic violence. Valerie lives in Coeur d'Alene, Idaho, with her husband, Nick Conant.

Acknowledgments

We began work on *Cultivating Our Garden: Serving Students with Learning Disabilities in Family and Consumer Sciences* as a result of Ann's invitation to conduct a workshop with Arkansas home economics teachers. Emily Oates, State Supervisor, invited Ann to work with Arkansas teachers to improve their understanding of students with learning disabilities. When they began looking for an appropriate resource to use in the workshop, they both found none available.

Our solution was to write our own resource packet--the one you are holding! Valerie was enlisted to help with this overwhelming task.

We would like to extend our thanks and appreciation to: Emily Oates for her invitation to Arkansas which was the catalyst for this project; Jan Bowers and Mary Ann Block, for their continued encouragement and support throughout this process; Dr. Lin Douglas and Dr. Ernest Biller, for their review of and feedback on our draft, and Teresa Pauley for her long hours and attention-to-detail as she formatted and edited this document.

Ann Vail

Valerie Mandiloff

Table of Contents

Foreword i
Acknowledgments iii
Introduction 1
Legislative Initiatives Impacting Special Populations 2
Vocational Education Legislation Impacting Special Populations 5
What Do These People Have in Common? 7
  Introduction 8
What is it Like to be Learning Disabled? 9
Learning Disability Simulation 10
Activity Two 12
You Don't Send Me Flowers Any More 13
Learning Disabilities 14
Input 16
  Visual Perception 16
  Auditory Perception 18
  Other Perception Disabilities 18
Integration 19
  Visual and Auditory Sequencing Disabilities 19
  Visual and Auditory Abstraction 20
  Visual and Auditory Organization 20
Memory 21
  Visual and Auditory Short-term Memory 21
Output 22
  Demand Language 22
  Gross Motor 22
  Fine Motor 23
All Flowers Need Sunlight, Water, and Nutrients--Just Different Amounts and at Different Times 24
Classroom Adaptations for Learning Disabilities 25
  Prompts, Direct Instruction, and Practice 26

Written Expression 28
Spelling 28
Handwriting 28
Composition Skills 28
Math 29

Family and Consumer Sciences Instruction–Content Area Instruction 31
Reading Assignments 31
Written Assignments/ Exams 32
Math Skills 32
Safe Environment 33
Getting Help in the Classroom 35
Classroom Organization 35
Study Skills 36
Managing Students 38
Assistive Technology 39
Behavior Disorders 40

Characteristics of Students with Attention Deficit Hyperactivity Disorder 42

Feelings of Students with Attention Deficit Hyperactivity Disorder 43

Students with Attention Deficit Hyperactivity Disorder Need: 44
Mild Mental Retardation 45
Physical and Health Disabilities 45

References 48

Appendix 51

What Do These People Have in Common? Answer Key 52

Activity I—Correct 53

Individual Education Program Components 54

Introduction

Students with learning disabilities have always been present in family and consumer sciences classrooms. However, two factors have brought about the increased pressure to better serve these students. First, the increasing complexity of functioning in our technologically advanced society requires all citizens to possess certain skills in order to participate in family life and in the workforce. We can no longer afford to allow students to "slip through the cracks" because there will no longer be low skill-high pay employment available, and because maintaining family well-being requires intellectual preparation. Quality of life in the 21st century requires advanced preparation whether one is talking about the work of the family or the work of the marketplace. Accommodations and adaptations are a necessary tool for educators seeking to help students with learning disabilities become competent, capable, productive members of society.

The second factor deals with the growing number of students with learning disabilities in our classrooms. With increased emphasis on mainstreaming and inclusion, family and consumer sciences teachers interact with more students with learning disabilities. One could argue that some of the increased number is a result of better assessment and diagnosis procedures rather than improved inclusionary practices. Regardless of the reason, the fact remains that family and consumer sciences teachers will continue to serve students with learning disabilities.

The purpose of this monograph is to provide basic background information regarding learning disabilities in order that the family and consumer sciences teacher can better understand the experiences of their students with learning disabilities. In addition, strategies for addressing learning disabilities within family and consumer sciences will be suggested. While this list is not exhaustive, we hope it will provide a starting point for family and consumer sciences educators as we continue our mission to improve the quality of individual and family life.

Legislative Initiatives Impacting Special Populations

Introduction

The following section provides a brief outline of the legislative initiatives impacting our work with special populations through public education. Historically, this legislation has become more descriptive and specific. Included is a separate section addressing the vocational education initiatives related to special education. With the federal role within education being one of equalizing access, this trend is evident in the evolution of the vocational education legislation. Equalizing access to education and future employment is a critical role vocational education plays in the school-to-work system.

A. *Section 504 of the Vocational Rehabilitation Act of 1973:* a guarantee of rights of handicapped persons of all ages, known as the civil rights act for handicapped people

1. employers are required to provide equal recruitment, employment compensation, job assignments, and fringe benefits for the handicapped
2. all new public facilities are required to be accessible to the handicapped
3. handicapped children of school age are entitled to a free and appropriate public education
4. discrimination in admission to institutions of higher education is prohibited
5. discrimination is forbidden in providing health, welfare, and other social service programs

B. *Public Law 94-142, Education for All Handicapped Children Act of 1975*

1. addressed the educational needs of handicapped children and youth
2. guarantee of educational services to all handicapped students of school age
3. provided free, appropriate education for all handicapped children

4. procedures for testing and evaluation of children that are non-discriminatory in terms of race and culture

5. development of Individualized Educational Programs (IEPs) for each handicapped child

6. education in the least restrictive environment, meaning the education of handicapped children with non-handicapped children to the greatest extent possible

7. assurance of due process procedures for the child and his or her parent or guardian

C. *PL 98-199, Education of the Handicapped Amendments of 1983*

1. reaffirmed the federal role in special education by expanding and including many components of PL 94-142 and especially supported better preschool, secondary, and post-secondary programs for the handicapped; supported special education teacher preparation, early childhood education, parent training, and information dissemination

2. addressed major education and employment transition difficulties experienced by youth with handicaps; purpose is to facilitate the transition to postsecondary experiences through the careful coordination of education, training, and related services

D. *PL 99-457, Education of the Handicapped Amendments of 1986*

1. extended the rights of PL 94-142 to children between the ages of 3 and 5 years

2. strengthened special education and related services that promote transition of secondary learners to postsecondary environments

3. improved and developed secondary special education programs

4. stated education must enhance the vocational and life skills of students with disabilities

E. *P.L. 101-476, Individuals with Disabilities Education Act of 1990*

1. added two new categories of disability: autism and traumatic brain injury

2. solicited public comments on Attention Deficit Disorder

3. defined transition services

4. required that IEP include a statement of the needed transition services

5. IEP team must reconvene if participating agencies fail to provide agreed upon transitional services

F. *Americans With Disabilities Act of 1990 (P.L. 101-336)*

1. prohibits discrimination in employment (hiring, promotion, reasonable accommodation):
   1992--employers with 25 or more employees
   1994--employers with 15-24 employees

2. mandates accessibility in:

   a. public accommodations (hotels, shopping malls, grocery stores, schools, parks) by 1992 in new buildings and existing buildings if readily achievable

   b. telecommunications (telephone companies) in 1993 by offering TDDs at all hours, regular rates

   c. public transportation in 1990 for new buses and in 1995 one car per train

Vocational Education Legislation Impacting Special Populations

A. Vocational Education Act of 1963

1. designed to provide all persons with ready access to vocational training or retraining in areas for which they were suited and for which there would be employment opportunities

2. centered on people in need of vocational education rather than on areas of occupational life; among those to be served were persons attending high school, persons who had completed high school, persons already at work, and persons with academic, socioeconomic, or other handicaps that prevented their succeeding in regular programs of vocational education

B. Vocational Education Amendments of 1968

1. major purpose was to provide ready access for all citizens to suitable training or retraining

2. one section was designed to reduce the high level of youth unemployment, particularly those youth with academic, socioeconomic, or other handicaps by providing occupational orientation and guidance

C. Vocational Education Amendments of 1976

1. act was specifically aimed at eliminating sex discrimination and sex stereotyping

2. national priority programs were established for handicapped persons, disadvantaged persons (other than handicapped), and limited-English-speaking persons

3. other new directions given attention in the amendments were 1) preparation of women for jobs traditionally limited to men and vice versa; 2) day care services for children of students; 3) persons who had solely been homemakers but who now, because of dissolution of marriage, must seek employment; 4) single heads of households who lack adequate job skills

D. *Carl D. Perkins Vocational Education Act of 1984*

1. vocational education programs are to assure equal access, provide supportive services, and reduce stereotyping

2. priority programs include those programs for handicapped, disadvantaged, adult training and retraining, single parent and homemaker, elimination of sex bias and stereotyping, criminal offenders, day care, consumers and homemaking

3. required assessment to identify interests, abilities, and special needs of vocational students

4. provided special services such as curricular adaptations, instruction, equipment, and facilities

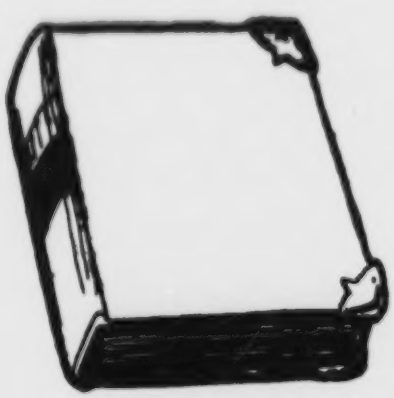
5. provided counseling and career guidance activities

6. facilitated the transition from school to postsecondary opportunities

E. *Carl D. Perkins Vocational and Applied Technology Education Act of 1990*

1. expanded the federal government's job-related education efforts

2. emphasized service to special populations, including the poor, the handicapped, the economically disadvantaged, disabled, single parents, foster children, those not properly served because of sex bias, and those with limited English proficiency



What Do These People Have in Common?

As an introduction to special populations, examine the list which follows this paragraph. Can you determine what the people on the list have in common?

Jim Abbott _____
Beethoven _____
Alexander Graham Bell _____
Julius Caesar _____
Roy Campanella _____
Sandy Duncan _____
Thomas Edison _____
Nanette Fabray _____
Jose Feliciano _____
Lou Ferrigno _____
Sigmund Freud _____
Annette Funicello _____
Stephen Hawkins _____
Katherine Hepburn _____
Stephen Hopkins _____
Earvin "Magic" Johnson _____

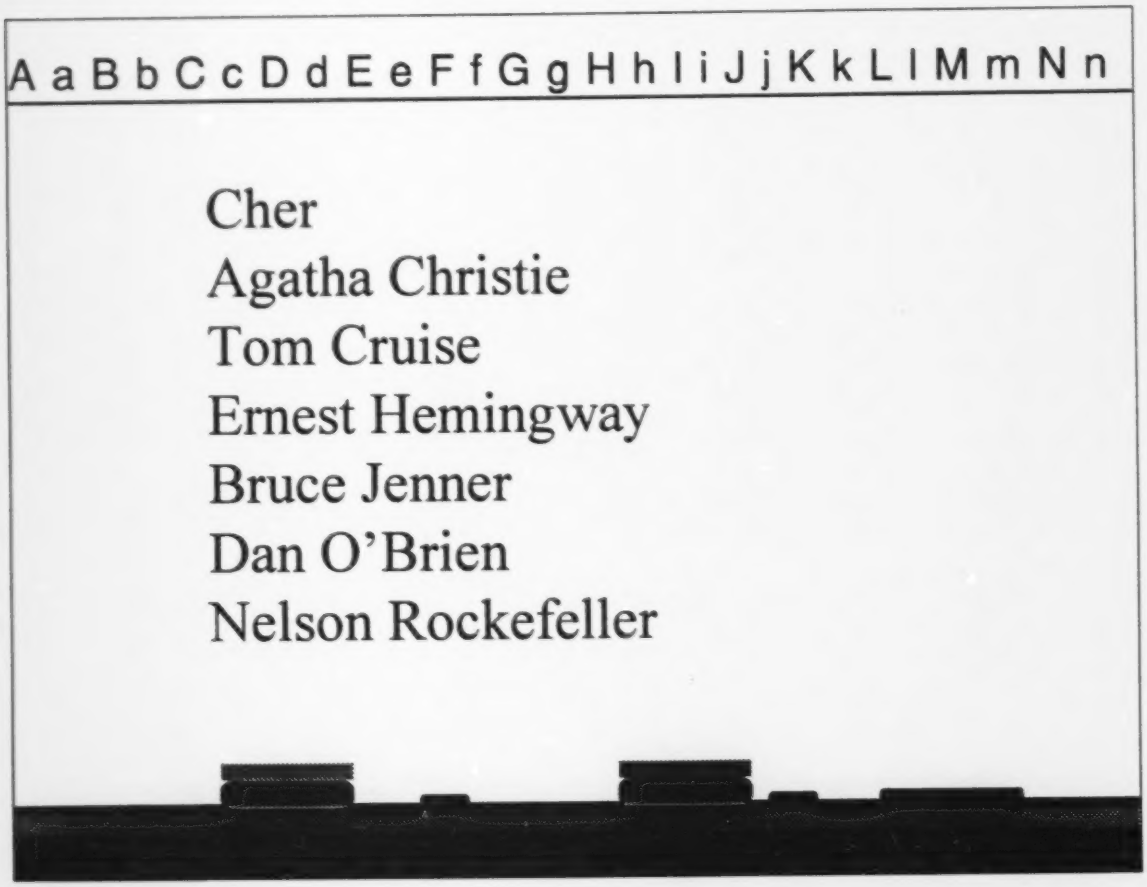
Helen Keller _____
Bob Kerry _____
Marlee Matlin _____
Mary Tyler Moore _____
Itzak Perlman _____
Mackenzie Phillips _____
Ronald Reagan _____
Christopher Reeve _____
Franklin D. Roosevelt _____
Wilma Rudolph _____
Tom Sullivan _____
Mel Tillis _____
Pete Townsend _____
Heather Whitestone _____
Stevie Wonder _____

The reason for including this list is not to point out those of us with identifiable differences. Rather, it is to illustrate that being different does not have to be a barrier to pursuing an enriched, contributing life. The people included on this list meet the federal definition of being disabled. To identify their specific disability, turn to page 56. Then, turn to the next page for another list.

What Do These People Have in Common?

Introduction

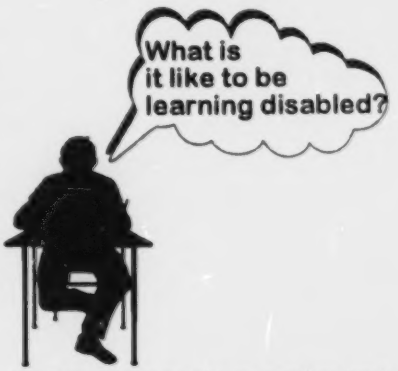
The following list includes people who also have a disability, but are not included in the first group. They all have the same disability. Do you know what it is?


A a B b C c D d E e F f G g H h I i J j K k L l M m N n
Cher
Agatha Christie
Tom Cruise
Ernest Hemingway
Bruce Jenner
Dan O'Brien
Nelson Rockefeller

If you identified them as having a learning disability, you are correct. Although learning disabilities differ from person to person, each of these people has had to accommodate and adapt for a learning disability. To learn more about learning disabilities, consult the rest of this monograph.

What is it Like to be Learning Disabled?

To define a condition is one part of a problem; to understand and live with it is another. The combination of specific learning disabilities is very individualized. Symptoms differ in degree and in form. Any assessment of a student's learning problems must seek out specific kinds of difficulties as well as specific learning styles. Any intervention must address those specific needs and the ways in which they can be accommodated. Intervention must also build on the student's strengths, abilities, interests, and aptitudes.



There is no typical profile of a learning disabled person. Some are poorly coordinated; others are outstanding athletes. Some are socially awkward and immature; others have excellent social skills. One highly intelligent student reads haltingly, reversing letters and leaving out parts of words or sentences. Another reads well but is barely able to construct a simple paragraph in writing and struggles to recall facts, proper names, or correct spelling. Another, adept at mechanics, has difficulty orienting his body in space and frequently drops equipment and bumps into machinery. His boss is afraid his clumsiness will cause an accident, and his job is in jeopardy.

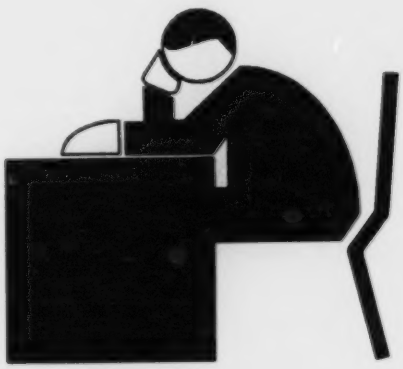
No description can take the place of words written by learning disabled people about their own feelings. In *Steps to Independence for People with Learning Disabilities*, Dale Brown tells what it is like.

"Many people with learning disabilities have ... difficulty right in their own rooms. Some are unsure of where their bodies are in space. They do not have a secure sense of floor beneath their feet ... It is extremely difficult for them to pick up the social customs many of their peers take for granted: small talk, entering a circle of people, introducing themselves to strangers. Learning disabled people are in culture shock in their own culture."

adapted from *Unlocking Potential* by Barbara Schaeffer and Jeanne Talpers (1987)

Learning Disability Simulation

In order to experience a learning disability, we recommend you set up the following simulated activity. As with all simulations, we caution you as you interpret this experience and apply it to your educational context. A simulation is not "real life;" it provides a glimpse into someone else's experience. As you experience the phenomena this activity will initiate, keep in mind that it is very temporary and easily discarded. For one brief moment, you will experience your brain giving direction and your body not responding. Much like the previous quote, you will experience "not being at home in your body."

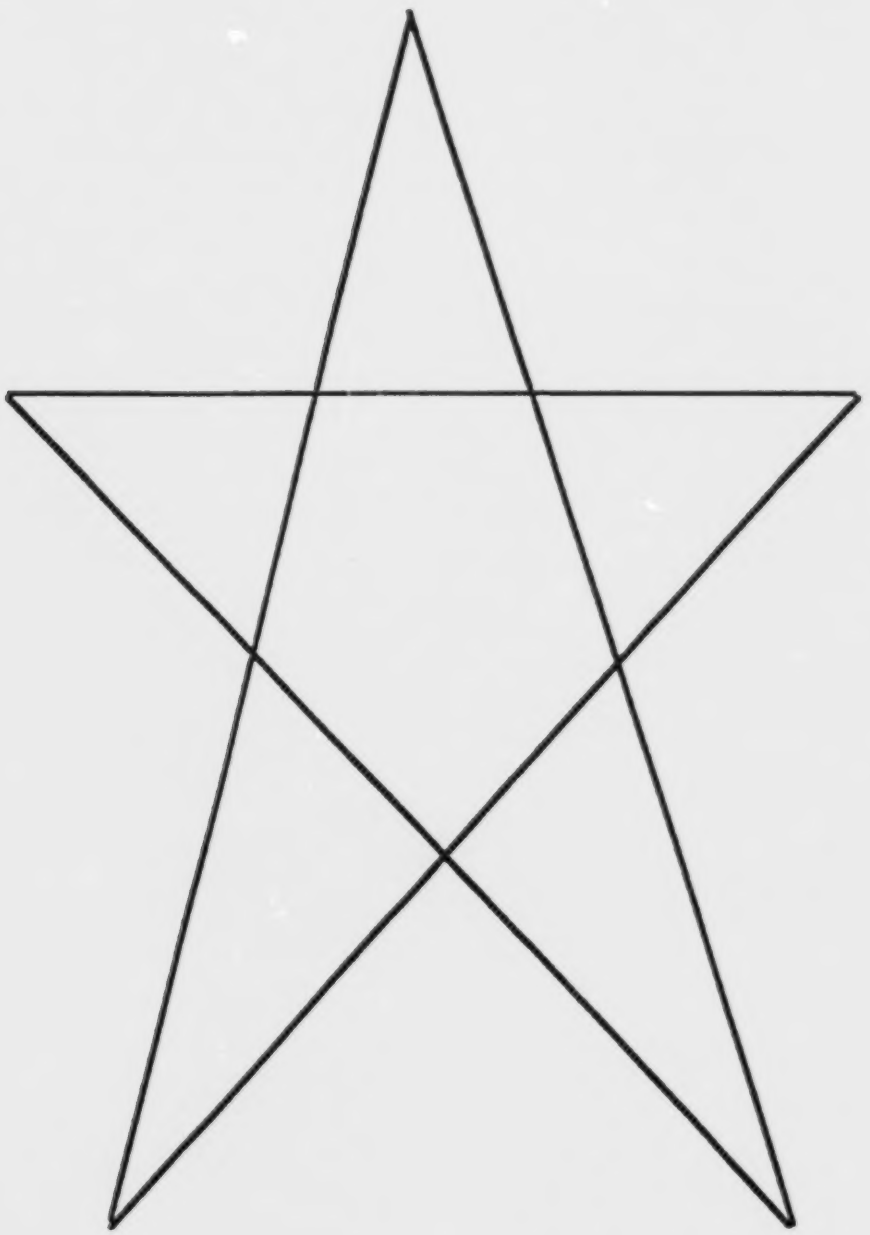


Materials needed:

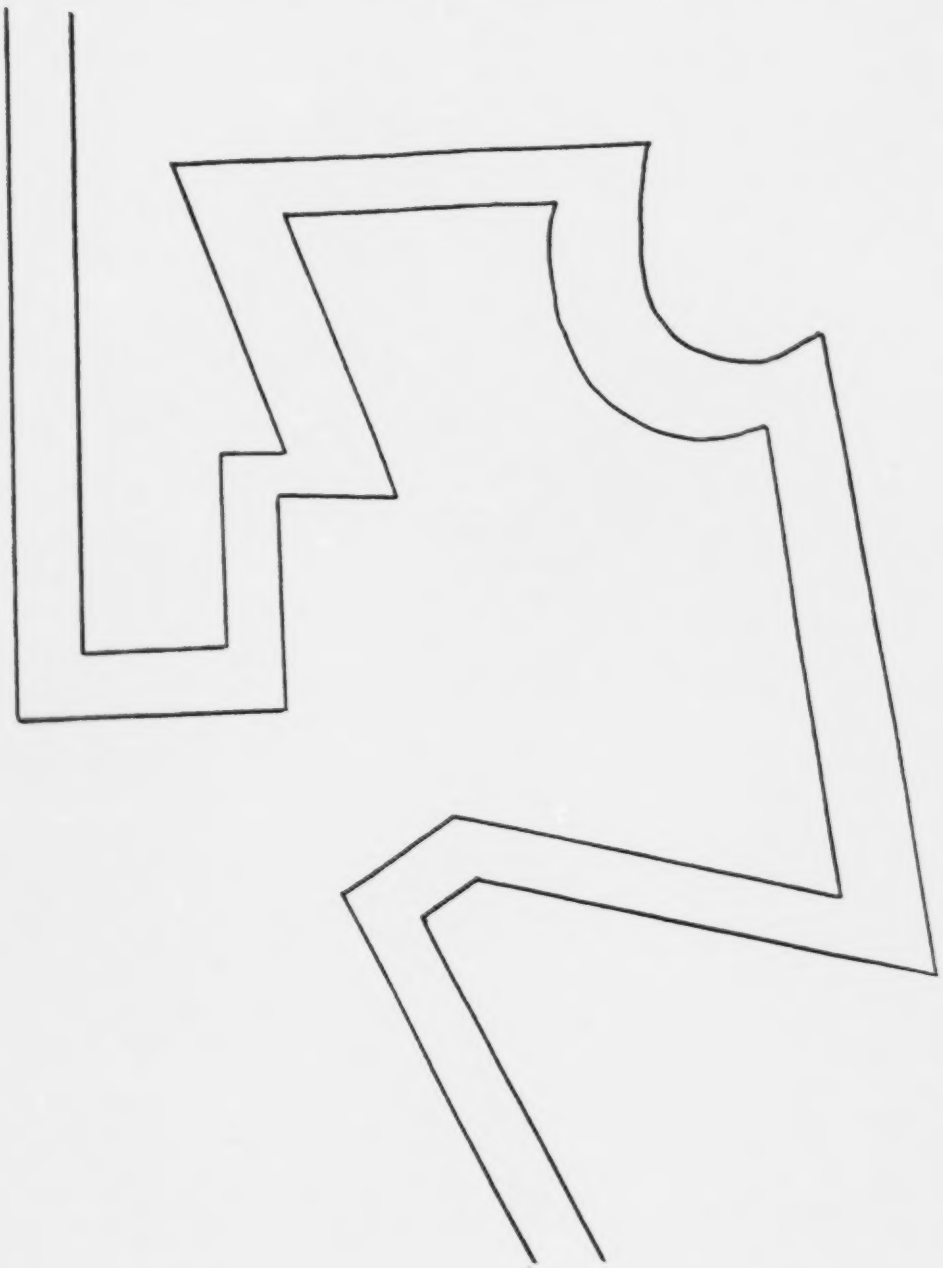
Activity One and Two—Pages 11 and 12
Mirror (12" × 12" mirror tile works well)
Blank sheet of paper
Pen or pencil

Working in pairs, one member of the team is the writer and one is the facilitator. The facilitator is to hold the mirror in standing position perpendicular to the table. One of the Activity sheets should be placed on the table in front of the mirror and the writer should sit down in front of the mirror. While holding the mirror, the facilitator should hold a piece of blank paper about 12" above the Activity sheet on the table. The writer should be able to see the Activity sheet in the mirror. The writer should not be able to look down and see the activity sheet because the blank paper should block it. Looking in the mirror, the writer then picks up the pen/pencil and begins tracing the star on Activity One. Make note of the difficulties and challenges you experience as your brain receives conflicting messages and tries to respond. Do not stop until you accomplish tracing the entire star. Experiencing the frustration involved in completing the entire task is an important part of this activity. Once you finish, the writer and facilitator should switch roles. Once both of you finish, you should move to Activity Two. Instead of tracing, this time you concentrate on staying between the lines. Discuss the experience with others. What did you feel during the activities? How can you relate your feelings to those students with learning disabilities have? What accommodations or adaptations might you make as a result of this activity?

Activity One



Activity Two



You Don't Send Me Flowers Any More

Who is the student with learning disabilities?

Learning Disabilities

Early educational theory of learning disabilities concentrated on three disorders--spoken language, written language, and perceptual and motor disorders. These disorders focused on processes that affected learning and were thought to be the result of brain damage. Today, we know that these disorders may or may not be related to brain injury.

During the 1960s the term learning disabilities was accepted as an over-all term to describe these disorders. In 1975, Congress passed PL 94-142 *Education for all Handicapped Children*. This legislation identified learning disabilities as a handicapping condition which entitled the learning disabled to all the rights and services available to other special education students.

Currently, two definitions of learning disabilities are widely used. The first is the federal government definition. "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps of mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage (U.S. Office of Education, 1977, p. 65083).

The second definition is provided by the National Joint Committee on learning disabilities. The National Joint Committee on Learning Disabilities' definition is as follows:

"Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences or insufficient or inappropriate instruction), they are not the result of those conditions or influences (National Joint Committee on Learning Disabilities, 1988, p. 1).

The term does not include individuals who have learning problems which are primarily the result of:

- visual, hearing, or motor handicaps;
- mental retardation;
- environmental, cultural, or economic disadvantage.

Learning disabilities can be organized in several ways. We have found Silver's (1992) work to be particularly useful and have relied on it quite heavily to conceptualize the information for this section of the monograph. If you need additional information, we suggest that you consult his book--*The Misunderstood Child*. He uses four over-all categories for explaining learning disabilities—input, integration, memory, and output. The following outline illustrates specifics related to each area; further explanation is provided throughout the section.

Input

- visual perception
- auditory perception

Integration

- visual sequencing
- auditory sequencing
- visual abstraction
- auditory abstraction
- visual organization
- auditory organization

Memory

- visual short-term memory
- auditory short-term memory

Output

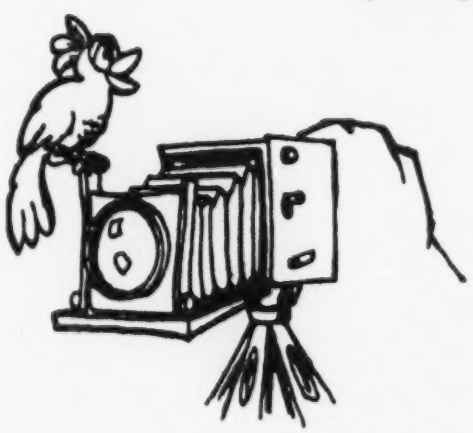
- demand language
- gross motor
- fine motor

Input

Visual Perception

The student with learning disabilities related to visual perception could experience one or more of the following problems. The student might have difficulty organizing the shape and position of what he or she sees. Letters and numbers are often perceived as being rotated or reversed in such a fashion that a "u" might be seen as an "n" and a "W" could be confused with "E," "M," or "3." In another situation, the student with figure ground problems has difficulty focusing on a significant figure and distinguishing it from background. This causes problems with reading as students might skip words, miss whole lines, or repeat lines more than once.

Another visual perception difficulty relates to judging distance and depth and results in bumping into things, losing one's balance, and frequently knocking things over. Similar difficulties might manifest themselves in the student's organization of his or her position in space, difficulty distinguishing direction such as right, left, up and down, and problems with visual motor tasks. Students may become easily disoriented in a large classroom or laboratory, and have trouble with hand/eye coordination, making some large motor functions difficult. Activities in which the eyes tell the legs or arms what to do, such as operating a sewing machine, may be difficult as well.



Example

The following example illustrates what someone with a visual perception learning disability might see. Can you interpret the intent of the author? If so, what helps make that possible? Keep in mind that someone with a visual perception learning disability might not see the same thing each reading. The correct section is contained in the appendix.

In mobern soceity, an inbivibual's ytiliba to be self-sufficient is usually encouraged from childhood. By eht tine we are adults, we are uspposed to have learmed to debend upon ourselves, to de as puick on the ward as the next persom and to be ready to dolh our own in a more or less ilesoht world.

Inbeqenbence is also comsidered a civic virtue, for self-relaicne means pulling your own thgiew, paying your taxes and not deing a durben on your har-rpsseed fellow countrymen. The enphasis in almost lla bencial rehabilitation is to retrain the disblaed person for probuctive work. If siht qroves unfeasible, they nay de considered useless and left to hsiugnal apart from the naimstrean.

This atttiued quts tremndous pressure no the diabled norimyiit. Trying to keep threi self-respect im a society that equates inbeqenbemce with physical well-being nakes an already tluciffid situation almost elbarelotni, for the hamdicaqqed person is generally persauded to think the sane way. Such emphasisover on paying ome's yaw seems to leave disabled qeoqle with only wot alternatives - - to knock themselves uot trying to etepmoc om able-ddiebo terms or ot opt out entirely. This limited ccoihe would mot apply if soceity acknowledged other teriairc of worth.

It's importamt to realize that on indivibual can really tsixe alone. Im a civilized society ew are all interbeqendent. And, at best, physical deinpendence is variable. Able-bodied or not, everyome experiences sdoirep of debenqence: illness and dlo age are undiscrinimating. Moral inqebendence, on the other hand, is elbitcurtsedni.

Passage taken from: Gloria Hale (1979).
(ed.), Paddington Press, Ltd., New York, NY.

Auditory Perception

Students with auditory perception problems have difficulty distinguishing subtle differences in sound. They often confuse words that sound alike such as ball and bell, can and can't. Auditory figure ground problems make it hard to distinguish significant sounds over other background sounds. This student often appears not to be listening or paying attention. For instance, if a student is watching a video, there are other students working on a project in the same classroom, and a teacher calls to the student from the office, the student might focus on any one of these sounds and the teacher will become angry if the student does not respond.

Students with auditory lag are unable to process sound as fast as others. This student may be concentrating on what is being said, can't keep up, misses parts of the message and may react inappropriately, or ask questions about material that was just explained, causing others to believe he or she is not paying attention.

Other Perception Disabilities

Sensory integrative disorder consists of difficulty in correctly receiving sensory inputs in nerve endings, in muscles, and in the ear. Tactile perception problems cause confusion in nerve endings between light touch and pressure. Some students might not like to be touched or held and perceive light touch as uncomfortable. This student may be bothered by clothing rubbing against the skin, but enjoy deep touch such as a massage. Such confusion about touch can cause social problems for the student as he or she might avoid close contact or may be touch deprived and desiring to touch others often.

Irregularities in vestibular perception cause confusion about the orientation of body parts in space, particularly the head. This student may have problems handling gravity and knowing how his or her body is moving in space. There might also be problems with tactile sensitivity, coordination, and smooth, sequenced movements. Though no research has been done on the subject, taste and smell perceptual differences may be present in some students with learning disabilities. Parents report children experiencing supersensitivity to the way a food tastes or feels in the mouth.

Integration

Integration disabilities have to do with the way information is processed and understood in the brain. Information must be sequenced into a meaningful order, understood abstractly, and organized in a way that makes sense. Information input is visual or auditory. Integration disabilities may affect the form of input and affect either the sequencing, abstracting, or organizing of information, or more than one of these.

Visual and Auditory Sequencing Disabilities

A student with sequencing disabilities may confuse the order of information that is input through sight or hearing. For instance, after listening to a case study, a student might talk about it as if the events in the case study happened in a different order. Or a student might read a family finance problem out of a book correctly but write it in an incorrect sequence on his or her paper. The student might know the correct spelling of words on a spelling test but confuse the order of the letters. Activities requiring a sequence of actions can be difficult for students with sequencing disabilities. He or she might move the game piece of a board game before rolling the dice. In food preparation, steps might be out of order resulting in a poor product.

Visual and Auditory Abstraction

Abstraction difficulties have to do with being able to jump from taking things very literally to inferring the meaning or understanding abstract concepts. Abstraction is characteristic of all students developing intellectual abilities. Moderate or major difficulties in this area can severely limit the functioning level of a student. Students with difficulties may be perceived as operating at an "immature" level of thinking. They may have trouble generalizing a specific example to a broader situation or may take a general comment quite personally. Taking things literally prevents these students from understanding jokes or puns, much as a younger child has trouble abstracting the double meaning of many words. Socially, these situations create awkwardness for the students. Teachers must be especially attentive when discussing sensitive issues and performing role plays. Students with abstraction difficulties could take such discussions personally.

Visual and Auditory Organization

A student with organizational disabilities will have trouble pulling together information that is understood and putting it to use with other information. This student's writing might suffer from organizational structure problems and he or she might have trouble organizing multiple ideas into one concept. This disorganization will be prevalent in all areas of the student's life. Schoolwork may be lost or forgotten, notebooks and folders in unintelligible order, lockers messy, and personal belongings in disarray.

Memory

Visual and Auditory Short-term Memory

Memory disabilities usually have to do with short-term rather than long-term memory. Long-term memory disabilities are so disruptive to functioning that they are usually associated with students classified as mentally retarded. Short-term memory works on the premises of repetition and concentration. You can remember a phone number for a short period of time by repeating it to yourself while experiencing few outside distractions to your concentration.

Students with short-term memory disabilities may be able to complete tasks while they are concentrating on them, but a break in concentration disturbs the memory of completion procedure. For example a mathematics process may be learned and used while concentrating on it, but a short break may render the student unable to recall the process or to use it. These students are usually unable to complete multiple tasks when a long list of instructions is given at once. The student will forget some of the instructions while completing the first tasks.

While concentrating, a student may be quite good at conversation, however, a slight distraction might cause the student to forget what he or she was going to say. He or she often says "Oh, never mind," giving up instead of admitting losing track of the idea. A student might have a disability in the visual area, often forgetting what he or she has seen, or in the auditory area, forgetting frequently what is heard. These disabilities can coexist in the same person.

Output

An output disability does not affect the input or understanding of information but the information coming out of the brain in the form of words, language, writing, gesturing, and motor skills.

Demand Language

If the disability has to do with the output of language, it can be one of two types. Spontaneous language is thought out, organized, and communicated at the pace of the person initiating the conversation. Disabilities in this area are rare. More prevalent are problems with demand language, a situation in which one must respond to the person who initiates the communication. The time available to organize thoughts, compose, and express a reply is much shorter than in spontaneous situations. Students may initiate communications that are appropriate and normal, but in reply to a demand situation be unable to produce an intelligible, appropriate answer. He or she may simply not reply, may answer "What?" or "I don't know" or might try to gain time to organize a reply by asking the initiator to repeat the question.

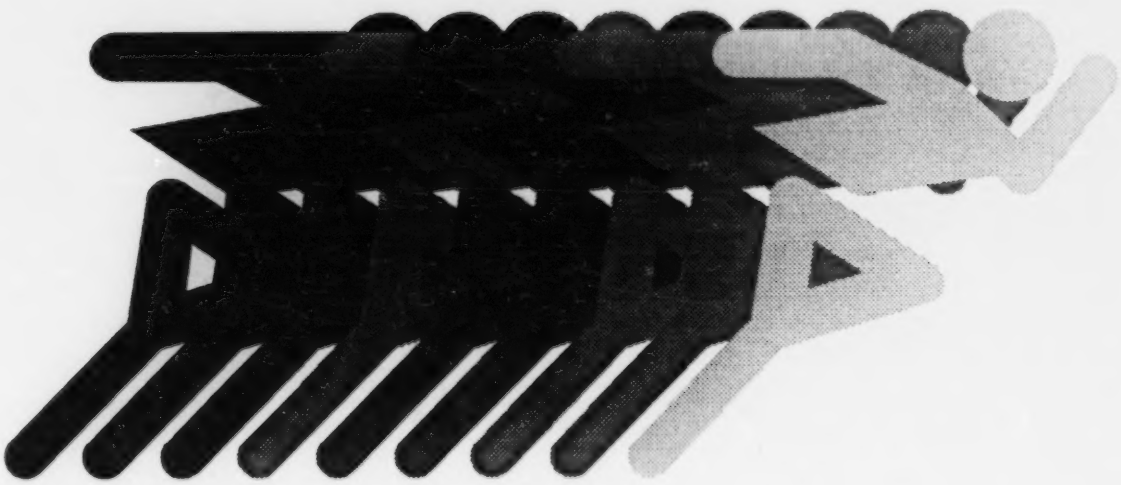
Gross Motor

Motor disabilities are the other form of output disabilities. As with other references to motor skills, there are two types to be considered. Gross motor disabilities affect the coordination of groups of large muscles such as arms, legs, and torso. Students with this type of disability have problems with skills that utilize these large muscle groups such as riding a bike, running, climbing, jumping, and games involving throwing, catching, and manipulating objects, or other equipment. These students may be clumsy, stumble into things, and fall down frequently.

Fine Motor

Fine motor disabilities affect small muscle group use such as in the hand and cause problems in activities involving precise, accurate movements. Writing will especially be a problem for these students as it requires coordination of the hand muscles to produce detailed, fine movements. Holding the writing instrument will be awkward, speed and accuracy will be limited, much as if you tried writing with your nondominant hand.

Many students with fine motor problems suffer from a written language disability of which the actual writing is only a part. This student has difficulties transferring knowledge from the brain to the motor vehicle. The result is spelling error, grammatical problems, and punctuation difficulties. A student may do well on a spelling test and understand rules of grammar, but be unable to transfer this into an accurate written product. Grades will drop as it is the actual written product and not the intended product that is assessed. Writing and language difficulties also cause problems in note taking, getting information down on paper, and copying things off of the board in a classroom, also contributing to poor performance.



All Flowers Need Sunlight, Water, and Nutrients--Just Different Amounts and at Different Times

Plant Where You Can Bloom--Bloom Where You Are Planted

Learning Experiences and Teaching Strategies
For Students with Learning Disabilities

32

Classroom Adaptations for Learning Disabilities

When considering adaptations for students with learning disabilities, there are two approaches to be considered. **Remediation** focuses on teaching basic skills and is most appropriate for elementary mainstreamed students. In this approach, the teacher instructs the student in his or her deficit areas. **Compensation** attempts to bypass student weaknesses in order to teach content areas. An example of compensation would be to provide opportunity for an oral test to a student with reading or writing disabilities. This approach is used in the late elementary through high school levels. Descriptions and examples of both of these are presented in the following sections.

Prompts, Direct Instruction, and Practice

When teaching basic skills to students with learning disabilities, there are a couple of strategic guidelines that prove helpful. Prompts, direct instruction, and practice help students overcome difficulties and master skills. Prompts are added features that structure the task, help focus the student's attention, and help the student know exactly what to do. An example would be to provide a completed check sample as well as a blank check to be filled in during a check-writing lesson. Students with memory disabilities will benefit from two other strategies. Additional direct instruction, at the student's own pace, with tasks broken into small steps is one. The other is opportunity for practice with feedback or with self-correcting materials.

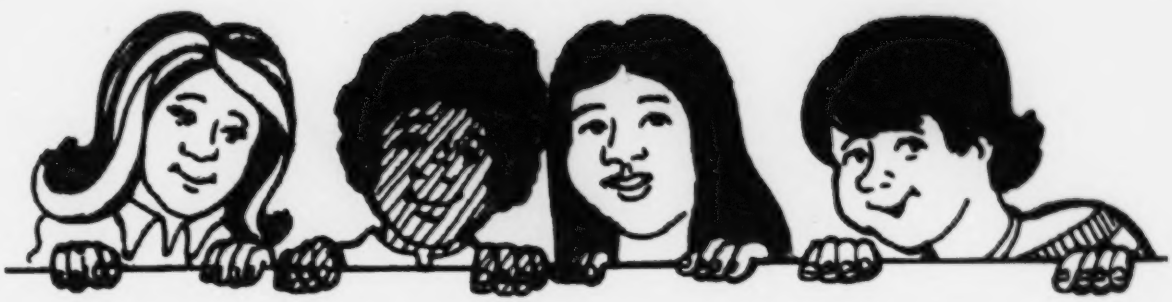
Reading, and especially reading comprehension, can prove very troublesome for students with learning disabilities. Prompts and practice strategies are adaptations that can help these students. To help students decode different words, add cues, such as breaking words into syllables, or spelling them phonetically. Reading markers such as the edge of an index card or a piece of paper with a hole cut in it to expose a few words at a time can be used by students to help them keep their place. Let students practice by listening to prerecorded texts while reading along.

Teach students strategies for approaching reading such as looking for the main person and main event in each paragraph. Providing students with the purpose of reading a passage and with the specific information they are to look for in the passage can enhance reading comprehension. An overview of the passage, called an advanced organizer, can prepare students for increased comprehension (Graham and Johnson, 1989). A list of questions to guide student reading will also increase comprehension (Mercer and Mercer, 1989). Word drills are yet another aid to reading skills. The SQ3R method is a good method students can use to improve comprehension of textbooks (see information in study skills section). First students survey the passage briefly, then question the text, read to find the answers, and finally review the entire passage.

Reading material itself can enhance student practice. Use materials that are high interest with low level vocabulary. A good resource is *Easy Reading: Book Series and*

Periodicals for Less Able Readers (2nd ed.) (Ryder, Graves, and Graves, 1989) and is available from International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE, 19714.

Other materials such as the *Specific Skills Series* (Boning, 1989), include activities that promote using context clues, locating facts, following directions, and drawing conclusions to aid reading comprehension. Other comprehension skills activities can be found in *Locating and Correcting Reading Difficulties* (5th ed.), (Ekwall, 1989).



Written Expression

As with reading comprehension, spelling, handwriting, and composition skills will benefit from the use of prompts, practice, and other strategies in the mainstreamed classroom. Help poor spellers learn to use the dictionary for aid in writing. To test spelling, give a pre-test to identify the words that students have already mastered and the words they need to concentrate on. Then let students grade their own post-tests so that they can better comprehend mistakes.

Spelling

In the classroom itself, post rules of punctuation and capitalization on the bulletin board and review them before students begin writing. Let students use audio tapes to practice phonetically irregular spelling words. Students listen to the pronunciation of the word, spell it, and listen to the correct spelling.

Handwriting

Once again, handwriting prompts are helpful for students having trouble with the mechanical process of forming letters and words. These prompts might consist of color coded base and top lines, colored start and stop points, and directional arrows. For students who are slow writers, laboring over each letter, have them practice on newsprint with felt tip pens. When they move slowly, the ink spreads out on the paper, making it difficult to read the letters. Encourage them to practice speeding up their movements until the letters are neat and legible.

Composition Skills

When teaching the writing process, present it in three steps: prewriting, writing, and revising. Provide guidance and practice opportunities at each stage. Encourage creativity in completing each stage. For instance, prewriting could consist of gathering information through reading, researching, thinking, observing, interviewing, taking a field trip, or searching a computer database. Teach students to organize their writing by outline format. After coming up with the main ideas, they convert each into a topic sentence for a paragraph and then elaborate with other information and sentences. Drawing a "map" is a visual way to organize the main ideas and supporting information of a report or essay. Key words and ideas are listed and then visually

represented, specifying the relationship between them and how they will be organized in the finished product.

In the revision stage, several strategies are useful. Peer groups could provide feedback on the strengths and weaknesses of an individual's writing.

Students need many opportunities to practice writing. Daily journals, short stories, letters, descriptive or opinion essays, get well cards, and other appropriate activities can provide chances for students to work on skills. Start with brief, clearly explained tasks, and check for accuracy and developing skills.

Math

Math skills generally fall into two categories: computation and reasoning. Computation skills depend on number concepts, counting, and reading and writing numbers correctly. Both number facts, such as addition, subtraction, multiplication, and division tables, and procedures or algorithms are required for success in math. Math reasoning involves applying computation skills to problem solving. In addition, reading and writing difficulties can complicate math tasks.

Try adding visual prompts to assist students in solving computational problems by showing them the steps needed. For students with writing and spacing problems, provide paper that has been marked off in squares or has guidelines that show students where to write and where the boundaries of the page are. Limit the number of problems per page if students are confused or discouraged by having several problems closely spaced on the page.

Have students practice drills on the computer or in written form. Introduce only two or three facts and their reciprocals at a time in order for students to work toward automatic recall of facts and to eliminate any counting strategies being used. For students needing a visual basis for learning math, use small objects such as beans, marbles, or blocks to show counting and mathematical procedures.

Verbal prompts can help students learn procedures such as two digit multiplication. Use real life examples as material for word problems. Examples that are relevant to the

student such as number of points earned, or the score of the basketball game will make practice more applicable and understandable.

Help students recognize key words or "clue words" (Mercer and Mercer, 1989) that signal different processes in story problems. For example, addition is often used when the problem uses the words altogether, sum, and, plus, finds. Set up classroom activities that utilize students' math skills such as a class store, bank, stock exchange, and savings accounts.

Family and Consumer Sciences Instruction-Content Area Instruction

Starting in the late elementary grades, the curriculum shifts from basic skills to content area instruction. Family and Consumer Sciences education is content area instruction. Most content areas are presented in ways that assume students have mastered basic skills, which may not be true for students with learning disabilities. Adaptations in at least one of two areas must be made in order for these students to benefit. The first area of adaptation relates to the type of basic skills needed to complete the task. For example, adaptations might be made, allowing students to record an assignment on audio tape, instead of writing it out. The second area of adaptation is the criteria for task performance. This might include changing the amount of work required, the time available to complete the task, or the level of accuracy that is acceptable.

Reading Assignments

Students with reading difficulties are often unable to take in all of the information presented in a content area text because of the difficulty of material or the slow speed with which they read. Certain modifications can help them acquire the necessary information. Providing students with a content text that is written at a lower reading level will help them complete assigned reading more easily. Reducing the amount of required reading is another adaptation to help slow readers. The total number of pages might be reduced, or the student might be directed to read only the chapter preview and summary, headings, topic sentences, or italicized words.

Another adaptation for reading assignments would be presenting information in a medium that does not require reading. Examples are teacher lecture, student discussion, videos, movies, or multimedia presentations, photos, maps, graphs, and slides. Guest lecturers, interviews, discussion groups, and volunteer readers are alternative methods, as are creating or using previously prepared audio taped texts.

Written Assignments/ Exams

Students who have poor writing skills struggle with written assignments and tests even if they can read the instructions. Extending the time limits for completing the task or reducing the length of the required written work are adaptations that can be made for these students. Providing a regular dictionary, a dictionary designed for poor spellers, an electronic spelling device, or a vocabulary list can help students produce more accurate work. Allowing students to print or to use a word processor with a spell checking routine will also decrease legibility problems. Encourage students who have trouble composing on paper to dictate their words into a tape recorder and then transcribe them. Instructors can design exams and assignments that require little writing. Use of multiple choice, true-false, matching, and completion formats, or oral exams relieve students of writing pressures and more accurately test the content learned rather than writing skills.

Math Skills

Basic math skills are necessary in many content areas, both math related and otherwise. Knowing math facts and algorithms is a requirement for success in math classes such as algebra, geometry, and trigonometry, and in other classes such as family and consumer sciences, industrial technology, and auto mechanics. Computation skills are necessary in more advanced math classes and vocational classes. Quantitative reasoning skills such as the ability to read graphs and charts are needed in many other classes including history, geography, social studies, and government.

For students with math deficiencies, the use of math aids is a useful and common adaptation. Math aids might consist of facts tables for computation assignments, or calculators for more complex problems. These aids, along with adaptations to written instruction, story problems, and exams in math will help students with learning disabilities master this content area.

Safe Environment

Providing a safe environment for all students is a very important task in light of growing numbers of students with many differing skills and needs. Clutter or equipment sitting on the floor can cause problems for students who are easily distracted and for those with disabilities that cause them to have spatial perception, balance, and motor coordination difficulties. These students may also have problems in a classroom or laboratory that is very crowded, or has equipment precariously perched in spaces that are somewhat awkward. The traffic areas of the room should be spacious and barrier free, storage spaces should not be overcrowded and should be easily accessible to all students. Storage areas should be provided for students' special equipment that they leave in the classroom.

When arranging the classroom space, the activities planned for that space and the needs of the students need to be considered. One space for large group instruction and another for small group work is often a useful arrangement. Separate or more private work areas may be needed for students who can work on their own but are easily distracted. This area can be made with partitions, cubicles, or carrels. The teaching style of the instructor, too, will affect the arrangement of the room. Small group workstations, rows of desks, horseshoe or circular configurations can all be effective depending on what the instructor intends. Choosing the appropriate arrangement for the type of activity helps all students focus better and can help cue students with learning disabilities of what is expected.

Many students with learning disabilities can benefit from learning centers that hold auto instructional materials. Students can use these self correcting materials to improve skills before attempting assignments, homework, or laboratory work. The learning center might be a place to house special instructional materials such as audio taped texts, reading guides, spelling and math aids.

If group work is the desired mode of learning, two options are available. Homogeneous groups are made up of students with similar skill levels. With this arrangement, the instructor can offer more help to groups that need it, making effective use of time. Students can work together in groups of students with similar abilities instead of feeling inferior

and frustrated in a group that is predominantly working at a higher skill level. Sometimes this type of grouping is seen as detrimental to lower achieving students' self esteem. Heterogeneous groups are made up of students of different skill levels. Higher functioning students can serve as models and can act as tutors to lower-ability students within the groups.

Getting Help in the Classroom

Having students with a broad range of skill levels can seem overwhelming to an instructor trying to meet each student's needs. Two solutions to the problem of being unable to keep up involve getting help in the classroom. One way of getting help is to involve peer tutors. This situation has benefits for the tutors and the learners. Special students, then, can benefit from being a tutor as well as having a tutor. These students might tutor peers in areas in which they are successful or tutor younger students in all areas. This would reinforce their academic skills, provide motivation, and feelings of success. Student tutors can be trained to correct written assignments, teach specific skills to individuals or small groups, supervise independent activities, provide students with feedback, administer simple assessments, deliver reinforcers such as verbal praise or points in a token economy. Student tutors benefit most from academic, not clerical duties.

Adult volunteers are another source of help in the classroom. Parents, retired persons, and college students could be recruited to help in the classroom. Their duties might range from one-on-one tutoring with students to housekeeping duties. Adult volunteers can assist in preparation of instructional materials, collect and record data on student performance, supervise small groups of students, and other tasks.

Classroom Organization

No matter what the style of learning in the classroom, predictable classroom structure, procedures, and rules can help students with learning disabilities organize their behavior and academic work appropriately. Each student might be required to keep a personal work folder in the classroom. In the folder, weekly activities and daily assignments should be listed, broken down into smaller goals, prioritized, and checked off or initialed as each step is completed. Students might log their activities carefully for one full day, to help them become aware of how their time is spent and to avoid any time traps. Consistent scheduling of activities, such as quizzes on Thursdays, free writing on Mondays, laboratories on Tuesdays, and so on, help students stay organized.

Organization is vital also for instructors who teach classes

of students with differing abilities. Developing consistent record keeping procedures is one time management procedure that can help. Grading and recording every assignment is not necessary, however, some regular and systematic method should be implemented and adhered to. Having students grade assignments and record their own scores is a time saving measure that can be used if appropriate. If the classroom has a computer, grading software can be used to organize and calculate scoring systems and grades for each student.

Other organizational aids include analyzing the tasks that are currently being completed and establishing priorities among them. At this point, those of lowest priority should be eliminated if at all possible. Next, short and long-term goals should be set and a list made to use as a daily reminder of tasks to accomplish. High priority tasks should be completed; others should be let go if possible.

Study Skills

Instruction in junior and senior high school often consists of assimilating information from many sources, lectures, and discussions, organizing it, discriminating the main ideas, and outputting it in the proper format according to assignment or test directions. The ability to complete this task depends on not only academic abilities but also study skills. Students with learning disabilities often need to be introduced to or given practice using study skills in order to be successful in the classroom.

One type of study skill is called locational skill and involves using a dictionary or textbook effectively. Give students exercises in which they practice putting words in alphabetical order. Ask students to identify the guide words in dictionaries that help locate the desired words. Help students learn to pronounce words correctly, using the phonetical spelling and context clues.

Textbooks are another source of information that is vital for students. They should understand how to use the parts of a text including table of contents, chapter introduction and summary, headings, index and glossary. Students will also benefit from knowing how to interpret maps, charts, graphs, and other visual aids. A review or lesson utilizing these location skills can benefit all students, but especially those that are learning disabled.

Another study skill that is valuable for students with learning disabilities is note taking. Learning to pick out the major points of a lecture or from a reading assignment and recording them takes practice. Instructors might first provide a model by giving students a format or sheet of paper listing the main points with each supported by other information, key words, and abbreviations. Teach students to summarize the main ideas, not take down every word. Next time, some of the information on the format can be left out and students asked to fill it in as they read or listen to a lecture. This missing information can be either main ideas, or supporting information. Each successive exercise should leave more information out and ask the student to fill it in appropriately.

A similar learning strategy, outlining, can also be very helpful. For students with learning disabilities especially, mastering the skill of summarizing the topic sentences, main ideas, and supporting information from a reading passage into outline format can be a very powerful tool in learning. Outlining helps show each idea and the relationship between them. It helps the student understand how all of the information fits together and may help the student recall the information on an assignment or an exam.

A final learning strategy that will aid students with disabilities in reading comprehension is a survey of the material prior to careful reading. One popular method is called the SQ3R technique. The five steps are survey, question, read, recite, and review. In the first step, the reader quickly looks over the introduction to the passage, the topic sentence in each paragraph, visual aids, and summary. The second step is to formulate questions about the passage from the headings and subheadings located within the reading material. This questioning is followed by quickly reading the passage and searching for the answers to the questions. Reciting the answers in the students' own words is the fourth step, and finally, a summary of the main points serves as a review of what was learned from the reading. These steps may need to be made more specific for students and should be practiced until the students can use it successfully.

Managing Students

Students with learning disabilities related to attention and concentration work better in classrooms where they choose their activities and set their own pace. Developing a caring, supportive relationship with the teacher is critical to a student's success. Teachers who use shame, humiliation, and guilt to control students do not work well with students with learning disabilities.

Research indicates that teachers tend to use more commands, punishment, and negative feedback with hyperactive students. This behavior spills over to other students in the classroom (Ingersoll, 1988). Our greatest tool to control students' behavior is to control our own first. Also, hyperactive students tend to view a teacher's negative behavior as a result of the teacher not liking students.

Assistive Technology

Assistive technology is a rapidly developing field in the area of special education. Technology combined with effective practice can be used to positively change special needs students' attitudes toward learning and assist them in completing schoolwork. Traditionally, students with learning disabilities have relied on tutors or other special assistants. Today, they can use computers to gain more from their schoolwork without an aide being constantly beside them.

Advocates of inclusion believe that schools should bring necessary services and resources for students with learning disabilities into classrooms. An example of a resources is a computer. Computers provide alternative visual, aural, and interactive modes of instruction to enhance the learning of students with learning disabilities. Software programs assist students by providing a variety of visuals and opportunity for student choice.

Word processors have proven to be a wonderful form of assistive technology when working with students with learning disabilities. Word processors ease the physical burdens of writing, and help students express themselves, monitor their writing, and partake in the processes essential to good writing (Zorfass, Corley, and Remz, 1994). They also allow teachers to easily monitor the students' writing and make in-process corrections or revisions. No longer does the student have to dictate or the teacher struggle to decipher. Word processors also facilitate group writing and editing.

Teachers who are interested in improving the success of students with learning disabilities can contact:

Technology and Children's Special Needs
Council for Exceptional Children
Technology and Media Division
1920 Association Drive
Reston, VA 22901
703-630-3660

Other Disorders and Disabilities

Behavior Disorders

There is no common agreement on any one definition of behavior disorders because there is no single pattern of behaviors that identifies a student as behavior disordered. Students with behavior disorders can have special needs in several areas:

- ◊ classroom behavior--disregard class rules, disrupt instructional activities, may not pay attention to classroom instruction, may fail to complete assignment, work hastily and carelessly;
- ◊ social skill problems--difficulty getting along with peers or with the teacher;
- ◊ require extra assistance to learn and apply basic skills.

Behavior disorders can usually be characterized by three traits:

- ◊ **Hyperactivity** consists of excessive activity. The student is constantly in motion and the amount of movement is inappropriate for the student's age.
- ◊ **Distractibility** exists when students are unable to maintain attention and are easily distracted.
- ◊ **Impulsivity** illustrates actions that occur without careful thought deliberation.

When hyperactivity, distractibility, and impulsivity occur together, the label Attention Deficit Hyperactivity Disorder (ADHD) is often used to describe the student's difficulty in maintaining attention to task. Psychosis is a behavior disorder in which one lacks contact with reality. These students also generally have special classes in special schools.

Approximately one in every 20 students has a problem with attention or hyperactivity. Over one million U.S. children are

thought to have ADHD (Quinn and Stern, 1991). In certain cases, ADHD is an inadequate description of a student's behavior. Some students can have significant attentional difficulties that do not meet the strict criteria for an ADHD diagnosis. However, they can still benefit from strategies designed to impact attention, impulsivity, and concentration (Nadeau and Dixon, 1993).

Characteristics of Students with Attention Deficit Hyperactivity Disorder

- ❑ Always rushing
- ❑ Gets mad at friends
- ❑ Hard to keep still
- ❑ Difficulty finishing assignments
- ❑ Avoided by other students
- ❑ Trouble remembering to take homework
- ❑ Has younger friends
- ❑ Forgets directions
- ❑ Bossy
- ❑ Daydreams
- ❑ Teased and picked on by other students
- ❑ Talks a lot
- ❑ Wants more friends
- ❑ Interrupts
- ❑ Self doubt
- ❑ Wants to be less hyper
- ❑ Confused
- ❑ Feels different
- ❑ Messy
- ❑ Hates homework

Feelings of Students with Attention Deficit Hyperactivity Disorder

Confused
Energetic
Overloaded
Athletic
Angry
Creative
Frustrated
Sensitive
Misunderstood
Attractive
Picked On
Smart
Forgetful
Friendly
Unpopular
Caring

Curious
Impatient
Special
Scared
Artistic
Dumb
Humorous
Teased
Imaginative
Anxious
Enthusiastic
Lost
Adaptable
Hyper
Happy
Tense

Source: Putting On the Brakes: Young People's Guide to Understanding Attention Deficit Hyperactivity Disorder

Students with Attention Deficit Hyperactivity Disorder Need:

- Support from family, teachers, counselors, medical doctor, therapist
- To be taught how to make and keep friends
- Assistance in becoming more organized
- Direction following skills
- Management skills
- Organizational skills
- Improved study habits
- Quieter classrooms
- Smaller classes
- To learn how to ask for help
- Help improving their memory
- Problem solving skills
- Structured homework with breaks
- Routines
- Limited distractions in classroom
- Relaxation techniques
- Incentives, not bribes
- Special time when they won't be criticized

Mild Mental Retardation

Mental retardation is a comprehensive handicap that affects not only school learning but also the development of language, social, and vocational skills. Mentally retarded students are able to learn, but their learning proceeds at a slower rate than that of students with average ability. Educable or mildly retarded students are those who are able to profit from academic instruction; the IQ range associated with this group is 50 to 70 or 75, which is equivalent to that of adults with mental ages of 7.5 to 11 years.

Mildly retarded students can acquire basic academic skills up to approximately the sixth grade; as adults they can achieve the necessary social and vocational skills to become at least minimally self-supporting. Although mildly retarded students are able to learn, their rate of learning is slow. Delays are present in most areas of development; unlike students with learning disabilities, mildly retarded students perform poorly on most tasks when compared with peers of the same age. Techniques recommended for students with learning disabilities are useful with students with mild mental retardation; in addition, repetition and practice are extremely valuable.

Physical and Health Disabilities

Students with physical and health handicaps are an extremely heterogeneous group with a wide variety of conditions and diseases. Some physical and health impairments are congenital, that is, present at birth; others are acquired after birth through disease or injury. A student may be disabled without being handicapped. A disability is some sort of impairment. Only when it interferes with performance in some important area does it become a handicap.

Medical Terms for Health-Related Disabilities

AIDS: Acquired Immune Deficiency Syndrome

Allergies: Adverse sensitivities or low tolerances to specific substances that are not problems to people in general. Reactions may take many forms; the most common are watering eyes, sneezing, nasal discharge, itching, or rash.

Arthritis: Inflammation of a joint, making motion difficult, painful, and limited.

Asthma: Repeated occurrence of wheezing coughs, difficult breathing, and feeling of constriction because of bronchial contractions.

Autism: An organic disorder characterized by extreme withdrawal and poorly developed communication or language skills.

Cerebral Palsy: Several forms of paralysis due to damage to the brain. The most common forms are ataxia, shown by marked inability to coordinate bodily movements; athetosis, appearing as slow, repeated movements of the limbs; and spasticity, characterized by abrupt contractions of muscles or muscle groups, producing interference with and distortion of movement. All forms involve involuntary movements, and they appear in various combinations in different body locations depending on the nature and sites of the brain damage.

Congenital Anomaly: Any body organ or part existing in an abnormal form from the time of birth. It can include, for example, the whole body, as in dwarfism (unusually small size) or albinism (absence of pigmentation); can be limited to one part (absence of an arm or a leg); can be clefts (cleft lip or palate); or can affect internal parts like the spine or spinal cord (spina bifida) or the heart.

Diabetes: Disorder of metabolism of carbohydrates that is indicated by excessive amounts of glucose in the blood or urine.

Epilepsy: Disorder of the brain sometimes resulting in convulsive movements and periods of unconsciousness lasting several minutes and sometimes in brief lapses of consciousness (up to 10 seconds) or feelings of unreality, dizziness, or semiconsciousness.

Hemophilia: A condition in which the normal blood clotting procedure is defective, with consequent difficulty in stopping bleeding when it occurs for any reason on the

surface or within the body.

Leukemia: A form of cancer affecting the balance of cells in the blood and, therefore, the normal functioning of the blood.

Lyme Disease: It starts with a rash and can lead to swollen joints and stiffness; complications can affect the heart and nervous system. The disease results from the bite of a deer tick.

Muscular Dystrophy: A group of chronic inherited disorders characterized by progressive weakening and wasting of voluntary skeletal muscles.

Poliomyelitis: A viral infection that can result in the paralysis of body parts or systems, depending on the parts of the nervous system attacked.

Reyes Syndrome: Results from administering aspirin to children and youth with flu or chicken pox, and it can be fatal.

Rheumatic Fever: A disease that is characterized by fever, inflammation, and pain around the joints and inflammation of the muscle and valves of the heart.

Spina Bifida: An anomaly characterized by a defect in the bone that encases the spinal cord.

Tourette's Syndrome: A rare motor disorder that typically affects children between the ages of 2 and 15. While its cause is not known, it appears to be related to a chemical imbalance. Characterized by involuntary movements and behavior similar to students with ADHD.

Traumatic Injuries: Impairments that result from accidents. They include a great variety of conditions ranging through amputations, paralyses, and limitations of body functions.

References

American Vocational Association. (1990). The AVA guide to the Carl D. Perkins vocational and applied technology education act of 1990. Alexandria, VA: Author.

Batshaw, M. L. (1991). Your child has a disability: A complete sourcebook of daily and medical care. Boston: Little, Brown, & Co.

Bogenschneider, K., Small, S., Riley, D. (No Date). An ecological, risk-focused approach for addressing youth at risk issues. Chevy Chase, MD: National 4-H Center.

Calhoun, C. C. & Finch, A. V. (1982). Vocational education: Concepts and operation. Belmont, CA: Wadsworth Publishing Co.

Capuzzi, D. & Gross, D. R. (1989). Youth at risk: A resource for counselors, teachers and parents. Alexandria, VA: American Association for Counseling and Development.

Center on Education and Training for Employment. (1992). Serving vocational students with disabilities: Guidelines for infusing preservice vocational and special education curricula. Columbus, OH: Author.

Clayton, L. & Morrison, J. (1992). Coping with a learning disability. New York: Rosen Publishing Group.

Glasser, W. (1986). Control theory in the classroom. New York: Harper & Row.

Glasser, W. (1990). The quality school: Managing students without coercion. New York: Harper & Row.

Ingersoll, B. (1988). Your hyperactive child: A parent's guide to coping with attention deficit disorder.

Ingersoll, B. D. & Goldstein, S. (1993). Attention deficit disorder and learning disabilities. New York: Doubleday.

Kurcinka, M. S. (1991). Raising your spirited child: A guide for parents whose child is more. New York: Harper Perennial.

Levinson, H. N. (1994). Dyslexia: A scientific Watergate: How and why countless millions are deprived of breakthrough medical treatment. New York: Stonebridge Publishing.

Lewis, R. B. & Doorlag, D. H. (1991). Teaching special students in the mainstream. New York: Merrill Publishing Company.

McCarthy-Tucker, S. (1993). Coping with special needs classmates. New York: Rosen Publishing Group.

Mercer, C.D. (1987). Students with learning disabilities. Columbus, OH: Merrill Publishing Company.

Moe, B. (1992). Coping with chronic illness. New York: Rosen Publishing Group.

Nadeau, K. G. & Dixon, E. B. (1993). Learning to slow down and pay attention. Charlotte, NC: Kidsrights.

National Center for Research in Vocational Education. (1988). A guide for dropout prevention: Creating an integrated learning environment in secondary schools. Columbus, OH: Author.

Novelli, J. (1993, October). "Better tools for better teamwork." Instructor, 43-45.

Ohio Department of Education. (1981). Working with the handicapped in the vocational home economics classroom. Columbus, OH: Author.

Quinn, P.O. & Stern, J. M. (1991). Putting on the brakes: Young people's guide to understanding attention deficit hyperactivity disorder. New York: Magination Press.

Ratto, L. L. (1991). Coping with being physically challenged. New York: Rosen Publishing Group.

Ratto, L. L. (1992). Coping with a physically challenged brother or sister. New York: Rosen Publishing Group.

Redick, S. S. & Vail, A. (1991). Motivating youth at risk. Washington, DC: Home Economics Education Association.

Reynolds, M. C. & Birch, J. W. (1988). Adaptive mainstreaming: A primer for teachers and principals. New York: Longman Publishing Group.

Schloss, P. J., Smith, M. A., Schloss, C. N. (1990). Instructional methods for adolescents with learning disabilities. Boston: Allyn & Bacon.

Silver, L. B. (1992). The misunderstood child: A guide for parents of children with learning disabilities. Blue Ridge Summit, PA: Tab Books.

Simpson, C. & Simpson, D. (1991). Coping with emotional disorders. New York: Rosen Publishing Group.

Smith, S. L. (1979). No easy answers: The learning disabled child at home and school. New York: Bantam Books.

Zorfass, J., Corley, P., & Remz, A. (1994, April). "Helping students with disabilities become better writers." Educational Leadership, 62-65.

Appendix

What Do These People Have in Common?
Answer Key

All of the famous people whose names appear here are disabled in some way (according to the federal government's definition of disability).

Jim Abbott	Mobility Impairment--Amputee
Beethoven	Deafness
Alexander Graham Bell	Hearing Impairment
Julius Caesar	Epilepsy
Roy Campanella	Paraplegia
Sandy Duncan	Visual Impairment
Thomas Edison	Hearing Impairment & Learning Disability
Nanette Fabray	Hearing Impairment
Jose Feliciano	Blindness
Lou Ferrigno	Hearing/Speech Impairment
Sigmund Freud	Cancer (facial prosthesis)
Annette Funicello	Multiple sclerosis
Stephen Hawkins	Multiple sclerosis
Katherine Hepburn	Parkinson's disease
Stephen Hopkins*	Cerebral Palsy
Earvin "Magic" Johnson	HIV Positive
Helen Keller	Blindness & Deafness
Bob Kerry	Mobility Impairment--Amputee
Marlee Matlin	Deaf
Mary Tyler Moore	Diabetes
Itzak Perlman	Polio
Mackenzie Phillips	Substance abuse (drugs)
Ronald Reagan	Alzheimer's
Christopher Reeve	Spinal cord injury--quadriplegia
Franklin D. Roosevelt	Polio
Wilma Rudolph	Polio
Tom Sullivan	Visual Impairment
Mel Tillis	Stuttering
Pete Townsend	Hearing Impairment
Heather Whitestone	Hearing Impairment
Stevie Wonder	Blindness

*"Who is Stephen Hopkins?" He was a signer of the Declaration of Independence.

Activity I—Correct

In modern society, an individual's ability to be self-sufficient is usually encouraged from childhood. By the time we are adults, we are supposed to have learned to depend upon ourselves, to be as quick on the draw as the next person, and to be ready to hold our own in a more or less hostile world.

Independence is also considered a civic virtue, for self-reliance means pulling your own weight, paying your taxes and not being a burden on your hard-pressed fellow countrymen. The emphasis in almost all medical rehabilitation is to retrain the disabled person for productive work. If this proves unfeasible, they may be considered useless and left to languish apart from the mainstream.

This attitude puts tremendous pressure on the disabled minority. Trying to keep their self-respect in a society that equates independence with physical well-being makes an already difficult situation almost intolerable, for the handicapped person is generally persuaded to think the same way. Such over emphasis on paying one's way seems to leave disabled people with only two alternatives--to knock themselves out trying to compete on able-bodied terms or to opt out entirely. This limited choice would not apply if society acknowledged other criteria of worth.

It's important to realize that an individual can rarely exist alone. In a civilized society, we are all interdependent. And, at best, physical independence is variable. Able-bodied or not, everyone experiences periods of dependence: illness and old age are undiscriminating. Moral independence, on the other hand, is indestructible.

Individual Education Program Components

Assemble IEP team, possible members include counselor, school psychologist, special education teacher, classroom teachers, parents and/or guardians, and student for purpose of determining:

Present levels of performance

Annual goals, short-term objectives

Specific special education and related services

Extent of participation in regular education

Projected date for initiation and anticipated duration

Evaluation procedures and schedules for review

Employment transition services needed

Parent and/or guardian review and sign-off procedures

Family & Consumer Sciences Education Association
Central Washington University
400 East 8th Avenue
Ellensburg, WA 98926-7565

Bulk Rate
U.S. Postage
PAID
Ellensburg, WA 98926
Permit No. 44

BEST COPY AVAILABLE